

Milford High School Back to School Updates - September 2020

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September 3 Update

Dear Students and Families,

We are excited to welcome you back to school in just one week!

School will look, feel, and operate in ways that are dramatically different from anything we have previously experienced. We want you to understand these many changes; this means that we need to communicate an enormous amount of information to you in a relatively brief period of time.

Over the next 7 days, I will send many email updates. I will often send multiple updates over the course of a single day, including today.

Rather than provide you with a smaller number of very lengthy emails and documents, I will send a larger number of briefer emails, each focused on a single topic. I hope this will make it easier for you to become familiar with the many changes we are introducing to our programs and procedures. In addition, I hope that this approach will help you easily locate information in your email inbox.

If you prefer to see all of these updates in a single location, I will compile all updates in a single "Back to School Updates" document. This document will compile all email updates in a single location. I suggest that students save this file to their Drives and "star" it for easy retrieval. I encourage families who use Drive to do so, too. Please use the following links to access the "Back to School Updates:"

- [English](#)
- [Português](#)
- [Español](#)

All messages will be sent to both students via Milford Public Schools' email and to families via Blackboard. The emails to all students will appear in English, Portuguese, and Spanish. Emails to families via Blackboard will appear in either English or the family's home language. In most cases, we will use Google Translate. We know that our professional translators provide the best translations, but it is very important to provide the fastest possible communication possible at this time and Google Translate allows us to do so.

In the coming hours, I will send out our first three updates. The first message will provide an update on our work to finalize our students' schedules. The second and third messages will describe changes to our arrival and dismissal times and procedures.

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Please do not hesitate to email me directly with clarifying questions in response to updates, but please understand that I am currently receiving a very high number of emails every day and it may take me some time to respond. In some cases, I will not respond directly to your email, but will instead answer your question in a future update. Students and families are welcome to write to me in English, Portuguese, or Spanish.

Please note that students and families in both our Schoolwide Program and our Remote Program will receive all updates.

I am deeply thankful for your patience, understanding, and support. I am humbled to serve as your principal in these challenging times and I am so grateful to be part of this remarkable community.

Joshua Otlin, Principal
Milford High School
31 West Fountain Street
Milford, MA 01757

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Update on Students' Schedules

I know you are eager to review your schedule for the coming school year and we want to provide you with that schedule as soon as possible. Our team is working incredibly hard to finalize schedules and will continue to work throughout the long holiday weekend on this critical project. We hope to publish schedules on Tuesday, but it is possible that we may not be able to do so until Wednesday.

Some students will be disappointed with their schedules and I want everyone to be prepared for this difficult reality. Many students will be scheduled for one or more elective courses they did not request. Other students will not be scheduled for courses they did request, including core academic subjects. In cases where we are unable to schedule a student for one or more courses required for graduation, we will waive those requirements to ensure that the student is not penalized.

Please note that students in grades 11 and 12 will not participate in Physical Education courses this year. Students in grades 9 and 10 will participate in a one-term Wellness course that will fulfill our graduation requirements for both Health and Physical Education in grades 9 and 10.

Once we publish students' schedules, we will announce a process for students to request changes. Given that, I want to be direct and honest: we will only be able to accommodate a very small number of requests for schedule changes. I wish this was not the case and I offer my sincere apologies in advance.

We will email students and families once schedules are published. You will be able to view our schedule in Aspen and we will have printed copies available for students on the first day their cohort reports to school (September 10 for Cohort B/September 14 for Cohort A). Aspen is presently closed. Once we open Aspen, we will provide directions on how to seek help if you have not established your Aspen account or if you cannot remember your username or password.

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Update on Arrival Time and Procedure

Please note that we are modifying our arrival time and procedures this year.

- Students may not enter the building until 7:15am.
- Students may only enter through one of the following three entrances:
 - the front entrance at 31 West Fountain Street
 - the gym entrance
 - the cafeteria entrance
- Students must wear an appropriate mask covering the full mouth and nose.
- Students must sanitize their hands upon entry using sanitizer provided by the school.
- Each student will be assigned to a specific location to report upon entry to the building.
 - We will provide these assignments on Wednesday in individualized emails to students.
- At 7:40am, students will leave their assigned location and report directly to their 1st period class.
- At 7:50am, we will lock all entrances to the school.
 - Students arriving after 7:50am must enter through the front entrance at 31 West Fountain Street.
 - Students who are regularly tardy to school will face firm disciplinary consequences, including suspension from school. Students who arrive to school late compromise our ability to maintain our new health and safety protocols.

Update on Dismissal Time and Procedures

Please note that we are modifying our dismissal time and procedures this year.

- Students will be dismissed at 2:21pm.
- Students must immediately exit the building and the campus. All students are expected to leave the campus by 2:35pm.
 - Students seeking extra-help will schedule appointments with their teacher via Zoom.
 - Students participating in athletics or any other school-approved after-school activities will receive specific instructions on where to report at dismissal.

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Changing Bus Assignments, Cohort Assignments, or Learning Models

Our work to develop academic and transportation schedules has been extraordinarily complicated and any changes to our current schedules will be difficult to implement. Given that, we understand that families sometimes move to a new address during the school year and students need to be assigned to a new bus route. We also understand that there may be reasons why students need to change from the Schoolwide Model to the Remote Model during the school year, or from the Remote Model to the Schoolwide Model. We also know that some students would prefer to be assigned to a different cohort. This message addresses each of these topics.

Bus Assignments

Students who ride the bus to school will be assigned a specific seat on a specific bus. Students will not be permitted to board a bus unless they are eligible to ride that bus.

Any student who rides a bus to school and who moves to a new address must communicate with us prior to the move so we can coordinate transportation for the student from their new address. In such cases, we will try to not change the student's cohort assignment, but it may be necessary for us to do so.

Please see below for instructions on how to inform us of an address change.

Cohort Assignments

Unfortunately, we simply cannot make any changes to cohort assignments. We know that our inability to change cohort assignments is a source of hardship for some families and we are truly sorry that we cannot be more flexible.

We are committed to ensuring that all siblings in a family are assigned to the same cohort. If we have made an error and assigned siblings to different cohorts, please email me directly at jotlin@milfordma.com.

Learning Models

Students have the right to change their learning model (Schoolwide to Remote, or Remote to Schoolwide) at any time during the school year, but we strongly encourage students to refrain from changing their model.

Changing models will be similar to transferring from one school to another during the school year. In many instances, there will be significant differences between curricula in Remote and Schoolwide courses. As such, we recommend that if a student is to change modes, that he or she does at the end of the first semester in late January.

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Please note that such changes will require a 2-4 week transition period.

Directions to Change Your Address OR Request a Change to Your Learning Model

If you do wish to request a change, please email updates@milfordma.com and respond to the following questions:

Please answer the following questions.

1. Parent/ Guardian Full Name:
2. Parent/ Guardian Phone Number:

Please list the following information for ALL of your children that attend Milford Public Schools:

- A. First Student Full Name:
- B. First Student School:
- C. First Student Grade:
- D. First Student Date of Birth:

- E. Second Student Full Name:
- F. Second Student School:
- G. Second Student Grade:
- H. Second Student Date of Birth:

- I. Third Student Full Name:
- J. Third Student School:
- K. Third Student Grade:
- L. Third Student Date of Birth:

- M. Fourth Student Full Name:
- N. Fourth Student School:
- O. Fourth Student Grade:
- P. Fourth Student Date of Birth:

If you have more students to list, please do so below.

Answer the following questions:

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3. *I am requesting an address change: YES or NO*

4. *If YES, my new address is:*

5. *I am requesting a learning model change: YES or NO*

6. *My students will now be REMOTE or SCHOOL MODEL:*

7. *The learning model change request applies to (please list all student full names below):*

8. *Any other notes or considerations?*

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Orientation Resources

Whether you are starting your first year at Milford High School or you are a returning student, it is extremely important that you take some time to review these important orientation resources.

You can review these resources as many times as you need to ensure that you feel familiar with the information you will hear and see.

I want to reassure all students and families that we will have a large team of staff members who will be available on the opening days of school to help students locate classrooms and adjust to our new routines.

Before the first day of school, we will send out detailed information explaining the agenda for those days and describing the various types of assistance we will have to help students who are new to our building.

At this stage, we ask that **all new students and families** please view this brief introduction to our school and schedule:

- [New Student Orientation - English](#)
- [New Student Orientation - Spanish](#)
- [New Student Orientation - Portuguese](#)

New students may also find it helpful to spend time becoming familiar with our building map.

Please [click here](#) to view the map. We have created new classroom spaces for the coming school year and will be updating our map to reflect those changes, but this version of the map should help you get a sense of how the building is organized.

We also ask that **all students and families** please view this introduction to important new safety protocols and routines:

- [Returning to MHS - English](#)
- [Returning to MHS - Spanish](#)
- [Returning to MHS - Portuguese](#)

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Program Calendars and Schedules

This update provides information about the calendars and schedules for both our Schoolwide and Remote Models.

Schoolwide Model Calendar

Our students are grouped into two cohorts. Cohort A always attends school on Monday and Tuesday. Cohort B always attends school Thursday and Friday. Students in both cohorts will participate in online class meetings on Wednesday morning from home.

The following chart illustrates the schedule for each cohort over the first 7 days of the school year:

Date	Cohort A	Cohort B
Thursday, September 10	At-Home	In-School
Friday, September 11	At-Home	In-School
Monday, September 14	In-School	At-Home
Tuesday, September 15	In-School	At-Home
Wednesday, September 16	At-Home	At-Home
Thursday, September 17	At-Home	In-School
Friday, September 18	At-Home	In-School

We have sent appointment emails to all students and families with a time to receive a Chromebook on either Tuesday, September 8 or Wednesday, September 9. If you did not receive an appointment or cannot make it to your appointment, we will provide you with your Chromebook on your first In-School day.

If you are in Cohort A and do not have your Chromebook on September 10, you can participate in online activities on a personal device, as long as you can log into your Milford Public Schools Google account. If you are unable to do so, your teachers will assist on your first In-School day on Monday, September 14.

Schoolwide Model Schedule

We plan to start school on September 10 in the Hybrid Modality. Ideally, we will transition to the In-Person Modality later in the school year if health conditions improve. Alternatively, if we are unable to stay in the Hybrid Modality, we will shift to the Remote Modality. We could have multiple shifts between modalities over the year.

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As long as we remain in the Hybrid Modality, we will use the following schedule.

On Mondays, Tuesdays, Thursdays, and Fridays:

	Time	Lunch	Time
Passing (10 min)	7:40am-7:50am		
Period 1 (80 min)	7:50am - 9:10am		
Passing (7 min)	9:10am - 9:17am		
Period 2 (87 min)	9:17am - 10:44am		
Passing (7 min)	10:44-10:51am		
Period 3 (83 min)	10:51am - 12:46pm	Lunch 1	10:51 - 11:16am
		Lunch 2	11:36 - 12:01pm
		Lunch 3	12:21 - 12:46pm
Passing (7 min)	12:46 - 12:53pm		
Period 4 (87 min)	12:53pm - 2:20pm		

We will schedule 7 minute mask-breaks in periods 2 and 4. We will provide more information on mask-breaks in a future update.

On Wednesdays, when all students are At-Home:

	Time
Period 1 (50 min)	8:00 - 8:50am
Break	8:50 - 9:00am
Period 2 (50 min)	9:00 -9:50am
Break	9:50 - 10:00am
Period 3 (50 min)	10:00 - 10:50am
Break	10:50 - 11:00am
Period 4 (50 min)	11:00 -11:50am

We encourage students to open [this Bell Schedule file](#) and “star” it in Drive for quick reference in the future.

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If we need to transition into the Remote Modality, we will use our “Wednesday schedule” every day:

	Time
Period 1 (50 min)	8:00 - 8:50am
Break	8:50 - 9:00am
Period 2 (50 min)	9:00 -9:50am
Break	9:50 - 10:00am
Period 3 (50 min)	10:00 - 10:50am
Break	10:50 - 11:00am
Period 4 (50 min)	11:00 -11:50am

Remote Model Calendar

Students in the Remote Model will enroll in courses taught by either Milford High School (MHS), Edgenuity, or Virtual High School (VHS).

MHS courses start on Thursday, September 10. Edgenuity and VHS courses start on Wednesday, September 16. We will provide more information about Remote Model course schedules in the coming days.

MHS courses will meet 5 days per week on the following schedule:

Time	Period	Activity
7:50 - 8:40am	Period 1 (75 min)	Online Class Meeting
8:40 - 9:05am		Independent Work
9:05 -9:12am	Break (7 min)	
9:12 - 10:02am	Period 2 (75 min)	Online Class Meeting
10:02 - 10:27am		Independent Work
10:27 - 11:05am	Lunch and Break (38 min)	
11:05 - 11:55am	Period 3 (75 min)	Online Class Meeting
11:55 - 12:20pm		Independent Work
12:30 - 12:51pm	Break (21 min)	
12:51 - 1:41pm	Period 4 (75 min)	Online Class Meeting
1:41 - 2:06pm		Independent Work

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We encourage students to open [this Bell Schedule file](#) and “star” it in Drive for quick reference in the future.

Most students in the Remote Model will enroll in 1 or 2 MHS courses and 2-3 courses by VHS or Edgenuity.

VHS and Edgenuity courses are fully asynchronous. In other words, these classes will never meet at designated times for full class meetings. We will provide more information about these courses in the coming days.

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The 4x4 Block Schedule

We are changing from our “7-drop-1” schedule to a “4x4 block” schedule for the 2020-2021 school year. We hope to return to our “7-drop-1” schedule in the 2021-2022 school year. The change to the “4x4 block” schedule is a temporary change to promote student safety and academic success in these extraordinary conditions.

Why We Are Changing

The “4x4 block” schedule is safer because it reduces the number of contacts for students when they are in the school. In our traditional schedule, students would come into contact with 7 different groups of peers. In the “4x4 block” schedule, students come into contact with only 4 different groups of peers. By reducing the number of groups that students participate in, we can significantly reduce risk for our entire community.

The “4x4 block” schedule promotes students' academic success during the pandemic by reducing the number of courses that a student studies simultaneously. In the “7-drop-1” schedule, students enrolled in 6 or 7 courses at the same time. In our “4x4 block” schedule, students enroll in 3 or 4 courses at the same time. In this year's Schoolwide model students will attend school in person for only 2 days per week. Since we could change to the Remote Modality on short notice, students will need to do far more independent work than they ever have before. In addition, there is strong evidence that students find online courses more challenging to manage than traditional courses or hybrid courses. By reducing the number of courses that students study simultaneously, we believe the “4x4 block” schedule allows students to effectively manage these new challenges. ***In a future update, we will provide more detailed information on changing academic expectations for students and families in this new learning environment.***

Some Helpful History

While the “4x4 block” schedule will be unfamiliar to our students, many teachers and administrators on our team have substantial experience with this approach. The “4x4 block” schedule is not a new innovation or experiment; in fact, many high schools used the “4x4 block” in the 1990's and 2000's. For a variety of reasons, most high schools in Massachusetts that used the “4x4 block” schedule during this period (including Milford High School) changed to a “7-drop-1” schedule in the 2010's. There are, however, a number of local high schools that never stopped using a “4x4 block” schedule, including one of our neighbors, Holliston High School.

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The “4x4 block” was created as an alternative to a traditional type of 8-period schedule that was common in American high schools for decades. In that traditional schedule, students attended 8 periods per day and each period lasted approximately 45 minutes. In the “4x4 block,” students attended 4 periods per day for approximately 90 minutes.

In the 8-period schedule, all courses ran for the full-year. In the “4x4 block” schedule, students enrolled in 4 courses in the first semester and a different 4 courses in the second semester, hence the name “4x4 block.”

Sample Student-Schedules Under the ‘4x4 Block’ in the Schoolwide Model

It is important to note that “core” courses will meet for one semester, *except for Advanced Placement (AP courses)*, which will meet for the full year. Our “core” courses include English, Math, Social Studies, Science, and World Language courses that are required for graduation. Most “elective” courses will meet for one quarter of the year.

Although students complete 8 courses in the simplest version of the “4x4 block” schedule, most students at schools with the “4x4 block” schedule complete 6-9 courses each year, not 8. In some cases, students complete as few as 3 courses in the year, and in others, students may complete 10 or more courses in the year.

The following examples illustrate different student-schedules in our Schoolwide Program under the “4x4 block.” In this first example, we see a schedule for a senior enrolled in 3 AP courses who will complete only 3 courses in the year:

<u>3 AP courses</u>				
	Term 1	Term 2	Term 3	Term 4
<i>Period 1</i>	AP Literature			
<i>Period 2</i>	AP Statistics			
<i>Period 3</i>	<i>Directed Study</i>			
<i>Period 4</i>	AP Environmental Studies			

Because AP Courses meet for a full year, students enrolled in one or more AP courses will have the opportunity to study fewer courses than they would under our “7-drop-1” schedule. We know this will be a disappointment to many students, but we believe that we need to offer our AP courses for

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a full year to provide our students with an opportunity to effectively prepare for AP exams. Please note that almost all high schools that use a “4x4 block” schedule offer AP courses for either 3 or 4 terms.

In this next example, we see a typical 9th grade schedule where the student completes 9 courses:

Typical 9th Grade Schedule				
	Term 1	Term 2	Term 3	Term 4
Period 1	English 9		Algebra	
Period 2	Wellness	Art	<i>Directed Study</i>	Robotics
Period 3	History 9		Biology	
Period 4	<i>Directed Study</i>	Business	Spanish	

In this final example, we see a typical 11th grade schedule where the student completes 8 courses:

Typical 11th Grade Schedule				
	Term 1	Term 2	Term 3	Term 4
Period 1	AP Language and Composition			
Period 2	Sociology	Yoga	Physics	
Period 3	Pre-Calculus		<i>Directed Study</i>	Engineering 2
Period 4	History 11		Italian 3	

Sample Student-Schedules Under the ‘4x4 Block’ in the Full Remote Model

Student-schedules in the Full Remote Model will be very different from schedules in our Schoolwide Model. In addition, two students in the Full Remote Model might have very different schedules from one another. The variations between student-schedules in the Full Remote Model are caused by differences between our 3 Remote course providers.

Remote courses taught by Milford High School (MHS) faculty will have synchronous online class meetings every day. MHS faculty are only teaching “core” Remote courses. As a reminder, our “core” courses will meet for one semester this year. Most MHS faculty who teach Remote Model

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courses are also teaching Schoolwide Model courses so we need to schedule all MHS-taught courses in the same manner.

Full Remote courses taught by [Virtual High School](#) (VHS) faculty or [Edgenuity](#) faculty will be fully asynchronous and will not have any regular online meetings. Unlike Remote courses taught by MHS faculty, “core” courses from VHS and Edgenuity will meet for the full year. These differences are summarized below:

<u>Provider</u>	<u>Core Courses</u>	<u>Electives</u>	<u>Synchronous Classes</u>
<i>Milford High School</i>	One Semester	None	Yes
<i>Virtual High School</i>	Full Year	One Semester	No
<i>Edgenuity</i>	Full Year	One Semester	No

Differences between providers, and differences in the composition of each Full Remote student’s course schedules, will produce very different student-schedules.

In this first example, the student is enrolled in 5 core courses taught by MHS faculty. This student will complete 8 courses in the year, including all 5 core courses. This student is enrolled in 4 courses each semester.

5 MHS Core Courses							
Semester 1							
Term 1				Term 2			
MHS		VHS/Edgenuity		MHS		VHS/Edgenuity	
Period 1	Science	Asynchronous	None	Period 1	Science	Asynchronous	None
Period 2	History			Period 2	History		
Period 3	Math			Period 3	Math		
Period 4	English			Period 4	English		
Semester 2							
Term 3				Term 4			
MHS		VHS/Edgenuity		MHS		VHS/Edgenuity	
Period 1		Asynchronous	Business	Period 1		Asynchronous	Business
Period 2	Spanish		Computer Science	Period 2	Spanish		Computer Science
Period 3	Wellness			Period 3			
Period 4				Period 4			

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In this second example, the student is enrolled in 2 core courses taught by MHS faculty. This student will complete 5 courses in the year and is not able to complete World Language. The student is enrolled in 4 courses in the first semester and 3 courses in the second semester.

<u>2 MHS Core Courses</u>							
Semester 1							
Term 1				Term 2			
MHS		VHS/Edgenuity		MHS		VHS/Edgenuity	
Period 1	Science	Asynchronous	Math	Period 1	Science	Asynchronous	Math
Period 2				Period 2			
Period 3			Period 3				
Period 4	English		Period 4	English			
Semester 2							
Term 3				Term 4			
MHS		VHS/Edgenuity		MHS		VHS/Edgenuity	
Period 1		Asynchronous	Math	Period 1		Asynchronous	Math
Period 2			History	Period 2			History
Period 3				Period 3			
Period 4			Elective	Period 4			Elective

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In this last example, the student is enrolled in 1 core course taught by MHS faculty. The student completes 5 courses in the year and is not able to complete World Language. The student takes 4 courses in the first semester and 4 courses in the second semester.

1 MHS Core Course							
Semester 1							
Term 1				Term 2			
MHS		VHS/Edgenuity		MHS		VHS/Edgenuity	
Period 1		Asynchronous	English	Period 1		Asynchronous	English
Period 2	History		Math	Period 2	History		Math
Period 3			Science	Period 3			Science
Period 4				Period 4			
Semester 2							
Term 3				Term 4			
MHS		VHS/Edgenuity		MHS		VHS/Edgenuity	
Period 1		Asynchronous	English	Period 1		Asynchronous	English
Period 2			Math	Period 2			Math
Period 3			Science	Period 3			Science
Period 4			Elective	Period 4			Elective

We will make adjustments to graduation requirements for Full Remote students, on an as-needed basis, to ensure that students are not penalized for matters beyond their control. While we are working to schedule Full Remote students for the highest possible number of core courses taught by MHS faculty, there will be instances when we cannot schedule Full Remote students for any core courses taught by MHS faculty. We know that such student-schedules may be disappointing and we apologize in advance if we are not able to provide a schedule that is consistent with a student's individual preferences. The complexities and costs of providing Remote courses create significant challenges as we try to provide the best possible student-schedules in the Full Remote Model.

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Updated Calendar with Cohort Assignments

Please use the following links to access the Milford Public Schools Calendar for 2020-2021 with Cohort Assignments:

- [English](#)
- [Portuguese](#)
- [Spanish](#)
- [Arabic](#)

Changes to Academic Expectations, Grading Procedures, and Instructional Technology

This update will describe 3 major changes to our academic environment for the 2020-2021 year:

1. Our academic expectations for students
2. Our grading procedures
3. Our instructional technology platforms and practices

Academic Expectations

During the extended school closure from March - June of 2020, the Massachusetts Department of Elementary and Secondary Education (DESE) directed schools to develop remote programs to engage students for approximately 15-20 hours per week.

- In this coming year, students should expect to be engaged in class meetings and independent learning for 35-55 hours per week, as they would under normal conditions.
 - ***Students and families need to plan accordingly as the overall academic demands on students' time will increase from 100-300% from last spring.***

In the spring of 2020, DESE directed schools to emphasize the reinforcement of previously taught content.

- This year, we will provide students with the robust, rigorous curriculum they need for postsecondary success.

Finally, DESE directed schools to assess students, work on a pass-fail basis.

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- In the coming year, we will resume grading on a 0-100 point scale while making modest adjustments to our grading procedures in response to this new academic environment (see below for details).

In addition to a new set of expectations from DESE, we are making two more important changes that will impact academic expectations for students:

- First, we are changing from our “7-drop-1” schedule to a “4x4 block” schedule.
- Second, instead of attending school for 5 full-days each week, students will attend school for 2 full-days and 1 half-day of online class meetings.
 - If we change to the Remote Modality at some point, students will not attend school at all, but will have 5 half-days of online class meetings each week.

These two school-based factors, in addition to new expectations from DESE, will produce enormous changes to academic expectations for students. Quite simply, students will need to complete far more independent work and reading than they have before, either during or before the closure in the spring. This will certainly be a challenging transition, but there is also tremendous opportunity in this change.

As students adjust to this new environment, they will develop habits and skills that will serve them very well in both college classrooms and workplaces. In many respects, this new academic environment resembles college, where students typically spend 10-15 hours in classrooms and complete 20-40 hours of independent work each week. It also resembles the workplace, where professionals must operate with limited supervision and high levels of independence.

We recognize that some students will need far more support than others as we start this transition. We are ready to work with students and families to provide that support and help our students succeed in this new setting. We will also provide additional systems of support for students with disabilities on Individualized Education plans. We will provide more detailed information about support for students with disabilities in a future update.

In addition, expectations for independent work will vary considerably across both grade-levels and course-levels. Expectations for students in 12th grade will be quite different than expectations for students in 9th grade. Similarly, expectations in Advanced Placement (AP) and Honors-level courses will be very different than our CP, Integrated, and Concepts-level courses.

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Changes to Grading Procedures

Unlike the closure in the spring of 2020, when we used pass-fail grades, we will now grade students' work on a 0-100 point scale. We will also issue term-grades and course-grades on a 0-100 point scale.

We will not hold midyear or final course exams this year in an effort to provide the greatest possible number of hours for learning when students are in-school.

With the elimination of midyear and final exams, we are modifying the weighting formula for course grades so that each term carries equal weight in the course grade. For example, in a 2-term course (one semester), each term will count for 50% of the final course grade.

We are also making a modest adjustment to the weighting formula for term grades. We will continue to organize grades for students' work into two categories but the weights assigned to those categories will differ from the past:

Category	Normal Weighting	Adjusted Weighting for 2020-2021
<i>Assessments</i>	70%	50%
<i>Classwork, Homework, and Participation</i>	30%	50%

Since we will expect substantially more independent work from students than we have before, we will increase the weight assigned to "Classwork, Homework, and Participation."

Instructional Technology Platforms and Practices

When schools closed in March, we had very little experience with remote teaching and learning tools and practices and our technological infrastructure was relatively limited. We gained valuable experience last spring that informed major investments in our technological infrastructure. That experience also informed changes to our expectations for teachers' use of instructional technology.

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We know that students and families often found it difficult to navigate various technological platforms last spring and we are making a number of key changes in response to those difficulties. First, with the exception of our Project Lead the Way (PLTW) courses, all of our teachers will use Google Classroom as our sole learning management system (LMS). Second, we will use Clever to integrate our various instructional technology platforms. Importantly, Clever will allow students to use their Milford Public School's username and password to access all district-purchased instructional platforms. Third, we will use Zoom as our sole platform for video conferencing and online synchronous class meetings.

While students will encounter some familiar technologies and platforms (like Google Classroom and Zoom), they will also engage with a variety of powerful new tools and features that will greatly enhance their academic experience. We are especially excited to launch [Actively Learn](#), an extraordinary curriculum platform that will significantly improve students' experiences in English, Social Studies, and Science classrooms.

What to Expect on the First Day

The first day of school is on September 10. Students in Cohort B will come in-school and students in Cohort A will stay at-home. Given that, students will have very different experiences on the first day of school depending on their cohort assignment. Students in both Cohorts should read this entire update to understand what to expect on your first day of in-school and at-home programming.

On Wednesday, September 9, all students will receive an individualized email in their Milford Public School's account with information about where to report when they first come into school on either Thursday, September 10 or Monday, September 14. Since some students may not have access to their accounts, and our new students will be unfamiliar with the building, there will be many staff members available to assist students as they arrive at school.

Cohort A

Students in Cohort A will work at-home on September 10 and 11. Students will receive emails and Google Classroom invitations from their teachers with tasks for them to complete on the 10th and 11th. While our next updates will provide more details about what to expect on those first two days, it is important to note that most students will engage in just a few hours of online work on the 10th and 11th. Students will not be attending online classes on these days (again, there will be more details in the next updates), but they will engage in asynchronous online work.

There will be a small number of students in Cohort A who cannot access their online work because they either do not have their Chromebook or a personal device, or because they cannot access their Milford Public Schools' Google account. These students will not be penalized and should be able to make-up any work missed within the first full week of school from September 14-18.

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Cohort B

We know that most students are both excited and nervous about the return to school on Thursday. This is natural and appropriate given everything we have been through in the past 6 months!

We are confident that we will have a good day on Thursday, but we are equally confident that we will encounter many challenges on this first day of in-school classes since March 11. As we work to implement new safety protocols and procedures for the first time, we may experience delays at many points during the day. Boarding buses, entering the building, and serving breakfast may all take longer than usual. Our mask-breaks in periods 2 and 4 could take longer than planned, as could lunch service.

We want all students and families to be ready for such delays. If we do encounter such delays, please understand that we will work to resolve them quickly, but never before we are ready to proceed in a manner that keeps everyone safe.

As a reminder, students should not arrive on campus prior to 7:15am. Exterior doors will be locked and students will not be permitted to enter the building.

Students who ride the bus will most likely arrive between 7:15am - 7:30am. Students who choose to eat breakfast at school will do so at an assigned seat in the cafeteria. Students who do not eat breakfast at school will sit in an assigned seat in either the auditorium or gymnasium. All students who wish to eat breakfast at school will need to register in advance, and we will provide more information about breakfast registration in an update on Monday or Tuesday.

Students will be able to pass to their 1st period class at 7:40am. 1st period starts at 7:50am. Students may not congregate anywhere in the building during any passing period. Students must proceed directly to their 1st period class from either their point of entry, or their assigned seat in the cafeteria, gym or auditorium.

Students who will not eat breakfast at school and who will not ride the bus should plan to arrive at school as close to 7:40am as possible.

1st period class starts at 7:50am. Students who are new to Milford High School will find staff members around the building to help them reach their 1st period class. If a student will be late for 1st period because he or she is new to the building, then he or she should not worry. Our teachers understand and will be flexible with tardy arrivals to class for our new students in the opening days of school. Returning students, however, are expected to be on-time, every time.

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Once students reach their 1st period class, teachers will guide students to their assigned seats and begin orienting students to new routines in both the classroom and the school. Teachers will spend time getting to know their students and will start to introduce students to the online tools and platforms that they will use on their at-home days next Monday and Tuesday. Our next updates provide additional details on what students can expect on the first days in classes.

In each of their 4 periods, students will encounter activities and content that are similar to what they find in 1st period. In 2nd and 4th period, students will take mask-breaks with their teachers. If weather permits, classes go outside for these mask-breaks. If not, classes will go to the cafeteria where students will proceed to assigned seats for their mask-break.

Students will eat lunch in the 3rd period. Students will eat lunch in the cafeteria in an assigned seat. A future update will provide more details about food service, both at breakfast and lunch.

School will dismiss at the end of 4th period at 2:21pm. Students are expected to promptly exit the building to board buses or walk or drive home. All students are expected to be off-campus by 2:35pm, at which time we will lock exterior doors.

What to Expect for the First Week

This update is designed to help you understand what to expect on the first 5 days of school.

This simple calendar shows which days each Cohort will be in-school, and which days each Cohort will stay at-home, and how those at-home days will differ:

Day	Date	Cohort A	Cohort B
1	Thursday, Sept 10	At-Home (Independent Work)	In-School
2	Friday, Sept 11	At-Home (Independent Work)	In-School
3	Monday, Sept 14	In-School	At-Home (Independent Work)
4	Tuesday, Sept 15	In-School	At-Home (Independent Work)
5	Wednesday, Sept 16	At-Home (Half-Day Virtual Classes)	

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It is important to highlight the differences between at-home days on Wednesdays, when students participate in a half-day of virtual class meetings, and on the other at-home days, when students work independently. Our next update will detail these differences.

In the first four days of the year, we will focus on orienting students to the building and our new safety protocols and procedures. While new students will have an opportunity to become familiar with our building, we have made numerous updates to our facility that returning students will need to become familiar with, too.

Orientation activities will also help students get ready for success in each of their courses. In addition to learning how to navigate the physical space in the classroom and the building, students will learn how to navigate the course's Google Classroom and may also be introduced to course-specific online platforms that they will use on their at-home days.

Most importantly, teachers will work to get to know their students and help their students get to know one another in these opening days of the year. We believe that positive relationships and classroom-community form the foundation of a quality educational experience and we will invest substantial time in the opening days for this purpose.

Teachers may also use these opening days to assess students' content knowledge. Since we have never worked in an environment where students did not attend normal class meetings for almost 6 months, these initial assessments will play an important role in our planning for the year.

In many cases, teachers will not provide instruction in new academic content until the first day of virtual class meetings on Wednesday, September 16, when both Cohorts are together with their teacher for the first time. As a result, students will likely have much less independent work to complete on their first two at-home days than they will have to complete on future at-home days.

For the first 3-4 weeks of the year, students and families should expect to see regular increases in the intensity and quantity of work that students are expected to complete on their at-home days. While there is an urgent need to get back to our normal academic pace, we must balance that objective with the need to effectively support students as they transition to this new academic environment. This return to a normal academic pace will happen most quickly in our Advanced Placement courses, followed by our Honors courses, and then our CP, Integrated, and Concepts-level courses.

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At-Home vs. In-School Days

In a normal 5-day week, students will spend 2 days in-school and 3 days at-home. As a reminder, students in Cohort A will come into school on Mondays and Tuesdays, while students in Cohort B will come into school on Thursdays and Fridays. Students in both Cohorts will stay home on Wednesdays.

As another reminder, you can use the following links to access the Milford Public Schools Calendar for 2020-2021 with Cohort Assignments:

- [English](#)
- [Portuguese](#)
- [Spanish](#)
- [Arabic](#)

It is important to note that on the 3 days when students are home each week, there will be very different expectations between at-home days on Wednesdays and at-home days on Mondays, Tuesday, Thursdays, and Fridays.

On Mondays, Tuesday, Thursdays, and Fridays, students will work independently on a variety of different tasks provided by their teachers. For example, students may be:

- reading novels, textbooks, articles, and online resources,
- viewing videos,
- taking notes from a recorded lecture,
- engaging in an online simulation,
- writing an essay or report,
- completing a set of problems,
- participating in online asynchronous discussions,
- producing artwork,
- recording music,
- or completing hands-on projects with common household items.

At some times, students will have assignments due by a specific time on at-home days that they will submit on Google Classroom. At other times, students will work on tasks in preparation for their next in-school or virtual class meeting and will not need to submit a specific assignment. Students should expect to engage in 4-8 hours of activity on each of these at-home days.

On Wednesdays, students will use Zoom to attend virtual class meetings at the following times:

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	Time
Period 1 (50 min)	8:00 - 8:50am
Break	8:50 - 9:00am
Period 2 (50 min)	9:00 -9:50am
Break	9:50 - 10:00am
Period 3 (50 min)	10:00 - 10:50am
Break	10:50 - 11:00am
Period 4 (50 min)	11:00 -11:50am

Oftentimes, students in Cohort A and B will come together in a single Zoom meeting to work with their teacher for the full 50 minutes. At other times, teachers may decide to work with one Cohort of students for 20-25 minutes while students in the other Cohort work on a specific task, and then do the same with the second Cohort for the second half of the meeting.

Students will engage in independent work on Wednesday afternoons after we conclude the last virtual class meeting at 11:50am. Like other at-home days, there may be instances where students are expected to submit a specific assignment on Google Classroom on Wednesday afternoon, and there will be other instances where students complete tasks in preparation for their next class meeting, whether that meeting is in-school or virtual.

Update For Full Year Remote Model Students and Families

This update is designed for students and families enrolled in the Full Year Remote Model.

As a reminder, please note that you can find information about the Full Year Remote Model calendar, including start-dates and our daily schedule, in the update titled “Program Calendars and Schedules.” Additionally, you will find information about different types of student-schedules in the update titled “The 4x4 Block Schedule.” You can either view these past updates by finding them in your email, or you can use the following links to view those messages in our compiled Back to School Updates file:

- [English](#)
- [Portuguese](#)
- [Spanish](#)

As another reminder, please note that there are two different start-dates for courses in the Full Year Remote Model. Courses taught by Milford High School (MHS) faculty will start on September 10, while courses taught by either Virtual High School (VHS) or Edgenuity will start on September 16.

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When we open Aspen in the coming days and release students' schedules, students in the Full Year Remote Academy will only see their MHS courses. Some students will see only 1 MHS course, while others may have up to 5 MHS courses.

We will share information about VHS and Edgenuity courses as soon as possible, but probably not until September 14 or 15.

As noted in our previous updates, 2 students in the Full Year Remote Program may have very different schedules. While one student could have only 1 MHS course, another student could have 5 MHS courses. Just like students in our Schoolwide Model, students in our Full Year Remote Model will also see significant differences in the number of courses they will complete this year. Some students may complete as few as 3 courses while other students will complete up to 8 courses. Just like students in our Schoolwide Model, we hope to have all students in the Full Year Remote Model enrolled in 3 courses at one time, but no more than 4 courses at one time.

On the first day of school, Thursday, September 10, students in the Full Year Remote Model should login to their Milford Public Schools email to review messages or Google Classroom invitations for their MHS courses. Those courses will start on September 10 with an introduction to the curriculum, course expectations, and various online platforms that students will need to navigate. Like our Schoolwide Model courses, teachers will engage students in activities where they get to know one another. Unlike our Schoolwide Model courses, teachers will not be reviewing our schools new safety procedures or orienting students to the building. Most MHS courses in the Full Year Remote Model will start instruction in new content as early as September 11 or 14, while most of our courses in the Schoolwide will not start instruction in new content until September 16.

Students and families with additional specific questions about the Full Year Remote Model program should [email Mr. Otlin](#). A future update will provide responses to those questions.

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Chromebook Pick-ups on Tuesday and Wednesday

All students and families should have an email on September 1 with a specific date and time to come to Milford High School to pick up Chromebooks.

Any questions about these appointments should be directed to Mr. Piergustavo at rpiergustavo@milfordma.com.

Please note that everyone at pickup must wear a mask at all times and maintain appropriate distancing at all times. Any individual who does not cooperate with this expectation will be directed to leave campus.

Finally, we ask that students and families do not arrive more than 5 minutes before your appointment time.

Update on Breakfast and Lunch Service

We are pleased to announce that all Milford High School students have the option to receive one free breakfast and one free lunch each day they are in-school through the end of 2020. We hope to be able to extend this benefit throughout the entire school year but cannot yet confirm that we will be able to do so.

Students who wish to purchase additional food beyond a single breakfast or lunch will be permitted to do so. Please note, however, that students with outstanding debts to Milford Public Schools will not be permitted to purchase additional food until those debts are paid.

Students who wish to eat a free breakfast at school and who do not ride a bus should plan to arrive at school by 7:30am each day.

It is critically important that we know which students intend to eat a free breakfast at school so we can plan accordingly. We do not need to know which students intend to eat a free lunch at this time.

If a student wishes to eat a free breakfast at school, the student or the student's guardian must register for breakfast through the following form by 5pm tomorrow, Tuesday, September 8:

- [English](#)
- [Portuguese](#)
- [Spanish](#)

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On the form, you will be asked to enter the student's SASID number. Each student received an individualized email earlier this morning with his or her SASID number. Please copy that number directly from the email and paste it into the form.

If you do not have access to the SASID number, please enter the student's birthdate in the box for SASID. Please use "MM/DD/YYYY" format. For example, "June 1, 1995" should be entered as "06/01/1995."

Back to School Video from Mr. Otlin

I would be very grateful if you could take some time to sit together as a family to watch [this video](#). It is 8 minutes long.

The video is recorded in English, but subtitles are available in almost any language. We have a quick video that shows you how to turn-on subtitles in your preferred language:

- [How to translate a Youtube video - English](#)
- [How to translate a Youtube video - Portuguese](#)
- [How to translate a Youtube video - Spanish](#)

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Athletics and Music Programming

We are excited to announce that we expect to be able to offer both athletic and music programming this year! These programs will both operate with significant modifications, like all other aspects of school life.

Music

Students and families participating in our music program should review this detailed update:

- [English](#)
- [Portuguese](#)
- [Spanish](#)

Athletics

We will provide a full, detailed update on athletics in the coming days. At this stage, we want to share a number of key updates.

First, please note that there will be four shortened athletic seasons in Massachusetts this year. The addition of a new fourth season is designed to permit students to compete in Fall sports that are not presently authorized to play. These sports are:

- Football
- Cheer (competition)
- Girls Volleyball

The following Fall sports are scheduled to start practice after school on September 18:

- Boys and Girls Soccer
- Boys and Girls Cross Country
- Girls Field Hockey
- Golf

Our digital registration platform, www.familyid.com, is open and accepting registrations for Soccer, Cross Country, Field Hockey, and Golf. Students who wish to register for these sports should do so immediately. When registering, please begin the Fall 1 registration process, but please do not pay the user fee. We will provide updates on user fees in the coming days.

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Students may not practice without an appropriate physical exam. All physicals exams must have been completed within the last 13 months. Please scan and email any valid physicals to Athletic Trainer Whitney Howe at whowe@milfordma.com.

- If you cannot scan and email, please send the physicals to school with your student-athletes and they can drop them off at the Athletic Office on their first day in the building, immediately after dismissal and before exiting campus.

ALL players for all these teams will practice daily, regardless of whether the student is at-home or in-school, and regardless of whether the student is enrolled in our Schoolwide Model or Full Year Remote Learning Model.

Students who come to practice from home will not be permitted to use the locker room and must be dressed and ready for practice on arrival.

Students coming to practice from school will be permitted to use locker rooms. There will be new rules and processes for locker rooms that coaches will review with their student-athletes.

Updated Bell Schedule and Dismissal Time

Please note that we made very minor adjustments to our bell schedule for Mondays, Tuesday, Thursdays, and Fridays for both our Schoolwide and Full Year Remote Models.

Please note that these adjustments move our dismissal time back 1 minute to 2:20pm for the Schoolwide Model.

Please [click here](#) to see the revised bell schedule. Again, we strongly encourage students and families to “star” this file in Drive for quick reference.

2020-2021 Student-Parent Handbook

Please use the following links to access our Handbook. It is your student’s responsibility to know, understand, and comply with all policies and expectations. If you have any questions, please contact your student’s Assistant Principal.

- [English](#)
- [Portuguese](#)
- [Spanish](#)

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Expectations for Online Class Meetings

We use *Zoom* as our platform for online class meetings. These meetings are held everyday for students in our Full Year Remote Model courses taught by Milford High School faculty. These meetings are held on Wednesdays for students in our Schoolwide model.

We expect mature and responsible behavior from students in online class meetings at all times. If a student is not meeting these expectations, the teacher will remove the student from the meeting and refer the student for discipline. Consequences may include out-of-school suspension.

Students should not have any other people present during online class meetings other than family members in his/her immediate household.

EXPECTATIONS

1. To promote online safety, students **MUST** use their real names as their online username to enter any virtual classroom setting. Students will not be allowed to enter *Zoom* sessions with alternate names.
2. Students should join the classroom from a family space (kitchen, living room, den, etc.) whenever possible
3. Mute the microphone upon first entering the meeting.
4. Videos must be on.
5. Do not join or partake in a video conference before the teacher instructs you to do so.
6. Always exit the video conference when instructed.
7. Be on time.
8. Be an active participant.
9. Wear school-appropriate clothing and use school-appropriate language.
10. Frame the camera correctly.
11. Be aware of your background. Make sure it is appropriate for a school setting and will not distract the teacher or classmates.
12. Have the right light to enable others to see you.
13. Look into the camera when speaking.
14. Pay attention. Give your focus to the person speaking. Do not interrupt. Raise your hand or ask to speak in the chat box. Avoid side conversations, facial expressions, or actions that cause a distraction.
15. Mute yourself after speaking.
16. Students are **NOT** allowed to take pictures, record, and/or distribute any personal information of any individual during a virtual learning experience. (Note: teachers will also not be taking pictures or recording any virtual sessions on *Zoom*.)

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Update on Student-Schedules

At approximately 11:00am, students and families will be able to view schedules in Aspen.

If you are unable to access Aspen, please email Mrs. Testa at ltesta@milfordma.com.

A few important notes about schedules:

- ***Students in the Schoolwide Model***

- Some schedules are not yet finalized.
 - If you see one or more periods on your schedule with no class listed, please report to the Auditorium at the start of that class period.
 - We will follow-up with you in the coming days to discuss options for that period.
- We will provide all students with printed schedules on their first days in the building on Thursday, September 10 (Cohort B) or Monday, September 14 (Cohort A). Those schedules may be different from what you see in Aspen today.
 - Tonight, we will send an individualized email to every student in Cohort B. This email will tell each student where to report when he or she enters school on Thursday morning. Our staff will also have these assignments for students who cannot access their email.
 - On Sunday night, every student in Cohort A will receive the same type of message.
- As I previously noted, some students will be disappointed with their schedules. Unfortunately, we will only be able to accommodate a very small number of requests for schedule-changes.
 - If we were unable to schedule you for one or more courses required for graduation, we will follow-up directly with you directly in the coming days. We will either:
 - waive that requirement for you OR
 - enroll you in an online course that will start on September 16.
- You may only request a schedule-change if you meet one of the following conditions:
 - You are scheduled for a course you previously passed.

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- You are scheduled for a course at a level you did not request.
 - For example, you requested Algebra 2 Honors, but you are scheduled for Algebra 2 CP.
- We will not be able to respond to emails seeking requests for schedule-changes. If you do meet one of the conditions listed above and need to seek a schedule-change, please [click here to access an online form to complete that request](#).
- *Students in the Full Year Remote Model*
 - Schedules are incomplete.
 - You will only see courses taught by Milford High School faculty in your schedule in Aspen.
 - In the coming days, we will enroll you in additional courses through either Virtual High School (VHS) or Edgenuity. We will contact you directly about these courses.

Our Final Update Before Opening

This will be my final update before we welcome students back tomorrow.

I know that the start of this school year is exceptionally challenging for students and families. I have shared a tremendous amount of information with you in the past week about a staggering number of changes to virtually all aspects of life at school. I know this is overwhelming.

I also know that some students and families are extremely anxious about returning to school for legitimate reasons, including:

- The late delivery of schedules and concerns about schedules
- Problems accessing Aspen or MPS Google accounts
- Problems acquiring a Chromebook
- Unfamiliarity with the building and our new safety protocols

I assure you that we will resolve almost all of these issues in the coming days. I understand the urgent need to address these matters and our team is working as hard as we possibly can.

I also ask you to remember that we planned a deliberately slow start to new academic instruction to provide ample time to orient students to the building, our new safety protocols, and our technology. It will take a few days to get some of these problems solved, but we will get there. Students will not fall behind in these

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opening days while we work together to provide our students with the knowledge and tools they need to succeed in this new environment.

As I have previously stated, however, there are some problems that we will not be able to solve. I know that many of you hope we will be able to make changes to your schedules. We truly want to provide every student with the courses that he or she wants but that we have very, very limited ability to make changes to schedules. The pandemic and the recession have forced us to operate under unprecedented constraints and these constraints have real consequences. We can only seat so many students in a room, and we only have so many rooms for classes, and we only have so many teachers to instruct those classes. I do not expect students or families to feel good about this; I certainly do not. I do ask you to understand, however, that our inability to fulfill requests for schedule changes is a reflection of our current reality.

As a reminder, we do want you to let us know if:

- You are scheduled for a course you previously passed.
- You are scheduled for a course at a level you did not request.

If you do meet one of the conditions listed above and need to seek a schedule-change, please [click here to access an online form to complete that request](#). If you send us an email about one of these scenarios, we will still ask you to complete the form. This will only create additional delays in processing your request.

If you are writing to us about other scheduling concerns, we will most likely not be able to respond quickly, nor is it likely that we will be able to assist you. I am genuinely sorry.

We have repeatedly asked for your patience and I am truly grateful that you have responded so graciously. I need to ask you to continue to extend that patience. In particular, I ask for your patience as you wait for responses to emails you have sent to our administrators and counselors. My colleagues and I will respond to your messages as soon as possible, but that may not be for another 1-4 days. If you emailed someone on our team, we ask that you wait for a response from that staff member. Please do not send additional emails on the same topic to other members of our team. In addition, please note that there may be instances where we do not respond directly to your email, but will speak to your question or concern in an upcoming update to our school community.

Given that, I want to provide updates that are specific to our Program Models and Cohorts. I will start with an update for Cohort B students, who come to school tomorrow. Next, I will provide an update for Cohort A students. I will conclude with an update for students in our Full Year Remote Program.

Students in Cohort B

Students in Cohort B will receive an email from me later this evening with the following information:

- Instructions on where to report on arrival
- Period 1 Class, Teacher, and Room

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- Seat assignments for:
 - Breakfast (if eating at MHS)
 - Period 2 Mask Break (if indoors)
 - Lunch
 - Period 4 Mask break (if indoors)

Please note that no students will be denied breakfast. However, if a student did not register for breakfast, he or she may need to wait patiently before space is available for seating.

Students should not be concerned if they are unable to access their schedule via Aspen before arriving at school tomorrow.

- We will have lists posted near entry points listing students' Period 1 classroom assignments. There will be many staff members available to help students find their Period 1 classroom. Once students are in their Period 1 classroom, their teacher will provide them with a printed schedule.

Students should not be concerned if they do not have their Chromebook or cannot access their MPS Google account.

- We expect to be able to distribute remaining Chromebooks to Cohort B students over the course of Thursday and Friday, and provide appropriate support so students can access their MPS Google account.

Students should not be concerned about finding their way to classrooms.

- Our staff has many years of experience orienting students to the building and we are ready to support new students as they become familiar with our campus.

Students in Cohort A

Students in Cohort A should login in to their MPS email tomorrow to view emails and Google Classroom invitations from their teachers. Students should complete their assignments to the best of their ability on Thursday and Friday from home. If students have difficulty with either the tasks or the technology, their teachers will assist them on Monday and Tuesday when they come into the building.

Students should not be concerned if they do not have their Chromebook or cannot access their MPS Google account.

- We expect to be able to distribute remaining Chromebooks to Cohort A students over the course of Monday and Tuesday, and provide appropriate support so students can access the MPS Google account.

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- Students who cannot complete work on Thursday and Friday due to access issues will not be penalized. We will work together to resolve these issues next week.

Students in the Full Year Remote Model

- As a reminder, if you are scheduled for only 1 or 2 courses for Term 1, we will be enrolling you in additional courses through either Edgenuity or Virtual High School in the coming days.
- If you do not have your Chromebook, or if you are unable to login to your email account, please let us know [through this form](#) and someone from our team will contact you in the coming days to assist you.

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Athletics Update

Hello Scarlet Hawk Nation and Welcome Back!

We are VERY EXCITED to be back in school and to be launching the Fall Athletics program this coming Friday, September 18th immediately after school!

Please watch [this video](#) that MTV graciously helped us facilitate. It should answer 99% of any questions you might have for the Fall Sports Season regarding registration, physicals, start dates, safety protocols, etc...

In the event that you still have questions please email the coach of the sport your student-athlete is joining (email provided in the video) or email me directly. In addition, please review our full MHS Return to Athletics Plan for details on all of our safety protocols and procedures:

- [English](#)
- [Portuguese](#)
- [Spanish](#)

Once you have watched the video, please take care of these critically important steps:

1. Register on www.familyid.com. Please register as soon as possible to provide us with time to prepare our plans and protocols. Unlike past years, we simply will not be able to process registrations on our opening day. Please register now, thank you.
2. Gather a copy of the most up-to-date physical for your student-athlete(s) & have your player(s) drop it off at Athletic Office or scan and email to Whowe@milfordma.com, unless we already have a copy on file.
3. Become familiar with the practice schedules that will start Friday 9/18 immediately after school and through the weekend and into next week... Time to Rawk!
4. Students physically in school will be allowed to change for practice in MHS locker rooms (socially distanced, capacity will be monitored); students working remotely that day will need to report DIRECTLY to the practice facility, they cannot enter the school.
5. Be READY TO RAWK, we are EXCITED to Practice & Play again! Our players should've been preparing for quite some time so everyone should be ready to practice next Friday 9/18.

Thank you for your continued patience and perseverance, please email the Head Coach of the program (email provided in the video) or me (Pboucher@milfordma.com) with any questions moving forward...

Peter Boucher, M.Ed/M.A.

Director of Athletics

Milford High School Back to School Updates - September 2020

Week 2 Updates

In case you missed Dr. McIntyre's update from earlier this evening, here it is again:

A student at Milford High School has tested positive for COVID-19. We have worked with both the Milford High School administration and the Milford Board of Health to conduct contact tracing of any students or staff members who were in close contact with this student. We have also completed a deep cleaning of all affected classrooms and areas. Whenever a student or staff member receives a positive COVID-19 test we consult and work directly with the Milford Board of Health.

At this point we are not recommending a shift to remote learning, but we are watching this carefully and closely.

This circumstance early in the school year demonstrates that it is possible that our school model will need to move from hybrid to remote learning at any point. If this happens we will stay in the remote model for at least one month. Over the course of that month, we will reassess a return to in-person school and determine when we can safely do so. I encourage you to think about contingency plans for childcare if we are required to move into remote learning at any point during the school year.

Tomorrow we will welcome our Cohort A students for their first day of in person learning and our Cohort B students will be working on their independent remote learning. Thank you and have a good evening.

While this is a concerning development, I am pleased to report that our systems for contact-tracing worked very effectively and we are ready to welcome students and staff back to school tomorrow.

As we get ready to start Week 2, I want to provide updates that apply to all students and families in the Schoolwide Model, as well as updates that are specific to our Program Models and Cohorts. I will start with an update for Cohort A students, who come to school tomorrow. Next, I will provide an update for Cohort B students, who will have their first of two at-home days tomorrow.. I will conclude with an update for students in our Full Year Remote Program.

All Students in the Schoolwide Model

I want to thank all our students in Cohort B for helping make our first two days of school a success! We are excited to welcome Cohort A students to school tomorrow morning.

Over our first two days in school, we learned a number of important lessons and developed some new processes to support improved operations at school. Please note the following:

- SASID Numbers
 - As we use more and more digital solutions to manage our operations, it is critically important that all students have quick access to their SASID number so they can complete online transactions.
 - I have already sent each student an individualized email with his or her SASID, as well as contact information for important staff members. I will resend that information to all students tonight.

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- **Food Service**

- Breakfast and lunch are free for all students.
 - Students are strongly encouraged to order lunch through our new online ordering system. Orders must be placed by 8:30am each day. Online orders will result in significant reductions in waiting time, and significant increases in the amount of time that students can sit at their assigned lunch table, relaxing without their masks on and enjoying a quality meal.
 - All students received directions on our online ordering system from Mrs. Testa earlier on Thursday, September 10.
 - While no student will be denied breakfast, students who wish to eat breakfast at school need to be registered so we can provide an assigned seat for dining.
 - Students who are not registered may experience significant wait-times that will likely result in late arrivals to class.
 - Students in Cohort B will have another chance to register for breakfast in Week 2.
 - Students in Cohort A will similarly have another change to register for next Monday, but registration is now closed for tomorrow.

- **Morning Drop-Off and Afternoon Pick-Up**

- Morning Drop-Off
 - Students who wish to eat breakfast at school should plan to arrive between 7:15-7:30am.
 - Students who do not wish to eat breakfast at school should plan to arrive between 7:35-7:45am.
- Afternoon Pick-Up
 - Family members who pick-up their students at 2:20pm dismissal should pull up as far as possible if waiting in the front driveway.
 - Once you pick-up your student, you must wait in line. DO NOT pass parked cars in the driveway.
 - If you prefer to not wait in line to exit the campus, you should not pick-up in the driveway. You may park and wait in available spaces in our front lot or side lots.

- **Technology Support**

- All requests for technology support, including Aspen password resets, Chromebook support, and Google account support, should be directed to helpdesk@milfordma.com

Students in Cohort A

Students in Cohort A will receive an email from me later this evening with the following information:

- Instructions on where to report on arrival tomorrow
- Period 1 Class, Teacher, and Room

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- Seat assignments for:
 - Breakfast (if eating at MHS)
 - Period 2 Mask Break (if indoors)
 - Lunch
 - Period 4 Mask break (if indoors)

Please note that no students will be denied breakfast. However, if a student did not register for breakfast, he or she may need to wait patiently before space is available for seating.

This email will also include the student's SASID and contact information for key staff.

Students should not be concerned if they are unable to access their schedule via Aspen before arriving at school tomorrow.

- We will have lists posted near entry points listing students' Period 1 classroom assignments. There will be many staff members available to help students find their Period 1 classroom. Once students are in their Period 1 classroom, their teacher will provide them with a printed schedule.

Students should not be concerned if they do not have their Chromebook or cannot access their MPS Google account.

- We expect to be able to distribute remaining Chromebooks to Cohort A students over the course of Monday and Tuesday, and provide appropriate support so students can access their MPS Google account.

Students should not be concerned about finding their way to classrooms.

- Our staff has many years of experience orienting students to the building and we are ready to support new students as they become familiar with our campus.

Students in Cohort B

Students in Cohort B should login in to their MPS email tomorrow to view emails and Google Classroom invitations from their teachers. Students should complete their assignments to the best of their ability on Monday and Tuesday from home.

Students in the Full Year Remote Model

- As a reminder, if you received an email with directions to request one or more Semester 1 electives through VHS, please complete that by 8am tomorrow. We will automatically enroll you in core courses.

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- If you do not have your Chromebook, or if you are unable to login to your email account, please let us know [through this form](#) and someone from our team will contact you in the coming days to assist you.

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